



Higher School Certificate Assessment Information and Schedule

Year 12 - 2015

To be read in conjunction with the Killara High School Assessment Policy

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Foreword

Dear Parent/Student,

Please ensure that you read this booklet, in conjunction with the Killara High School Assessment Policy Booklet (revised August 2014), and return the slip included in this booklet to Mrs Liesl Williamson, Deputy Principal (Relieving), by **Friday 14th November 2014**, if you and your son/daughter **DO NOT** understand or **ARE NOT** prepared to abide by the Assessment Policy of this school.

The NSW Board of Studies' Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other Board publications, including syllabi, can be found on the Board's website: www.boardofstudies.nsw.edu.au/hsc

The New South Wales Higher School Certificate

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

The result for each HSC course comprises a moderated school based assessment mark (50% of the total mark in each course) and the external HSC examination mark (the other 50%). The combined mark is reported on your Higher School Certificate Record of Achievement. School based assessment is the focus of this booklet.

Scheduling of Assessment Tasks

Assessment in the HSC uses a **variety** of tasks. Assessment tasks, therefore, might occur at different times in different courses. Listed below are the periods available within the school year when assessments occur.

Time	Scheduled Assessment Periods
TERM 4, 2014	Assessment according to a published schedule (including Weeks 8 – 9)
TERM 1, 2015	Assessment according to a published schedule (including Weeks 7 – 8 exam block)
TERM 2, 2015	Assessment throughout the term – according to a published schedule
TERM 3, 2015	THE TRIAL HSC EXAMS - Weeks 1 - 3 (14th July – 31st July, 2015)

This booklet outlines the nature of the assessment tasks within Killara High School for each course, and includes the following information:

- ♦ The assessment components and their weightings for each course
- ♦ When assessment tasks will take place
- ♦ The nature of each assessment task (e.g. assignment, test, project, etc)

A detailed description including outcomes to be assessed will be issued and marking criteria or guidelines for a task will be issued at least two weeks before the task is to be completed.

To: Killara High School

We have read the School's 2014/2015 HSC Assessment Policy and **DO NOT** accept the student responsibilities outlined in this document and/or stated school responsibilities and its implications.

Please arrange a meeting to discuss our concerns regarding the Killara High School 2014/2015 HSC Assessment Policy.

Student's Name: _____
(Please Print)

Signature of Student: _____

Signature(s) of parent(s)/caregiver(s): _____

Contact Phone No. _____

Date: _____

(Please detach this page and return to the school, if applicable)

Killara High School – Term Four, 2014 – PLANNER (For Student Use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 B	6/10 Labour Day Public Holiday	7/10	8/10	9/10 Jewish Holy Day - Sukkot	10/10 Jewish Holy Day - Sukkot
Week 2 A	13/10 HSC Commences Jewish Holy Day - Sukkot	14/10 Jewish Holy Day - Sukkot	15/10 Jewish Holy Day - Sukkot	16/10 Jewish Holy Day – Shmini Atzeret	17/10 Jewish Holy Day – Simchat Torah
Week 3 B	20/10	21/10	22/10	23/10	24/10
Week 4 A	27/10	28/10	29/10	30/10	31/10
Week 5 B	3/11	4/11	5/11 HSC Concludes	6/11	7/11
Week 6 A	10/11	11/11	12/11	13/11	14/11
Week 7 B	17/11	18/11	19/11	20/11	21/11
Week 8 A	24/11	25/11	26/11 Yr 11 HSC Assessment Period	27/11 Yr 11 HSC Assessment Period	28/11 Yr 11 HSC Assessment Period
Week 9 B	1/12 Yr 11 HSC Assessment Period	2/12 Yr 11 HSC Assessment Period	3/12 Yr 11 HSC Assessment Period	4/12 Yr 11 HSC Assessment Period	5/12 Yr 11 HSC Assessment Period
Week 10 A	8/12 Yr 11 HSC Assessment Period	9/12 Yr 11 HSC Assessment Period	10/12	11/12	12/12
Week 11 B	15/12	16/12	17/12 Last day 2014 for students Jewish Holy Day - Chanukah	18/12 School Development Day Jewish Holy Day - Chanukah	19/12 School Development Day Last day Term 4 Jewish Holy Day - Chanukah

KILLARA HIGH SCHOOL – TERM ONE, 2015 – PLANNER (For Student Use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 B	26/1 Australia Day Public Holiday	27/1 School Development Day	28/1 Yr 7, 11 & 12 return + new enrolments	29/1 Whole school returns Assembly (Hall)	30/1
Week 2 A	2/2	3/2 KHS Swimming Carnival	4/2	5/2	6/2
Week 3 B	9/2	10/2	11/2	12/2	13/2
Week 4 A	16/2	17/2	18/2	19/2	20/2
Week 5 B	23/2	24/2	25/2	26/2	27/2
Week 6 A	2/3	3/3	4/3	5/3 Jewish Holy Day - Purim	6/3
Week 7 B	9/3 Y 12 Assessment Block	10/3 Y 12 Assessment Block	11/3 Y 12 Assessment Block	12/3 Y 12 Assessment Block	13/3 Y 12 Assessment Block
Week 8 A	16/3 Y 12 Assessment Block	17/3 Y 12 Assessment Block	18/3 Y 12 Assessment Block	19/3 Y 12 Assessment Block	20/3 Y 12 Assessment Block
Week 9 B	23/3	24/3	25/3	26/3	27/3
Week 10 A	30/3	31/4	1/4	2/4	3/4 Good Friday Public Holiday

Killara High School – Term Two, 2015 – PLANNER (For Student Use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 B	20/4 School Development Day	21/4	22/4	23/4	24/4
Week 2 A	27/4	28/4	29/4	30/4	1/5
Week 3 B	4/5	5/5	6/5	7/5	8/5
Week 4 A	11/5	12/5	13/5	14/5	15/5
Week 5 B	18/5	19/5	20/5	21/5	22/5
Week 6 A	25/5 Jewish Holy Day - Shavuot	26/5	27/5	28/5	29/5
Week 7 B	1/6	2/6	3/6	4/6	5/6
Week 8 A	8/6 Queens Birthday Public Holiday	9/6	10/6	11/6	12/6
Week 9 B	15/6	16/6	17/6	18/6	19/6
Week 10 A	22/6	23/6	24/6	25/6	26/6

Killara High School – Term Three, 2015 – PLANNER (For Student Use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 B	13/7 School Development Day	14/7 Trial HSC	15/7 Trial HSC	16/7 Trial HSC	17/7 Trial HSC
Week 2 A	20/7 Trial HSC	21/7 Trial HSC	22/7 Trial HSC	23/7 Trial HSC	24/7 Trial HSC
Week 3 B	27/7 Trial HSC	28/7 Trial HSC	29/7 Trial HSC	30/7 Trial HSC	31/7 Trial HSC
Week 4 A	3/8	4/8	5/8 Visual Arts Exhibition Set-Up	6/8 Visual Arts Exhibition Set-Up	7/8 Visual Arts Exhibition Opening Evening
Week 5 B	10/8 Visual Arts Exhibition	11/8 Visual Arts Exhibition	12/8 Visual Arts Exhibition Pack-Up	13/8	14/8
Week 6 A	17/8	18/8	19/8	20/8	21/8
Week 7 B	24/8	25/8	26/8	27/8	28/8
Week 8 A	31/8	1/9	2/9	3/9	4/9
Week 9 B	7/9	8/9	9/9	10/9	11/9
Week 10 A	14/9 Jewish Holy Day – Rosh Hashanah	15/9 Jewish Holy Day – Rosh Hashanah	16/9 Yr 12 Assembly and Rehearsal Yr 12 Reports Issued	17/9 Yr 12 Farewell Assembly EKUBA	18/9

Killara High School's Assessment Policy **for the 2015 Higher School Certificate**

The Certificate

Results of HSC courses satisfactorily completed appear on the **Higher School Certificate Record of Achievement** and on a separate **Course Report**. Results of Board Developed Courses are recorded under the following headings on the Record of Achievement:

- ♦ An Assessment Mark - a moderated mark calculated from the marks awarded for your assessment tasks at school
- ♦ An Examination Mark - the mark awarded for the external examination
- ♦ The HSC Mark - the average of the Examination Mark and the Assessment Mark
- ♦ A Performance Band - your level of achievement in that course as measured against the published course standards.

The Course Report will include descriptors for each Performance Band. These provide a summary of what students know and are able to do. The mark gained by students in the course is shown next to the relevant Performance Band.

Requirements for the Award of an HSC and Satisfactory Completion of a Course

It is expected that:

- ♦ the student's **attendance, conduct and progress** will be satisfactory,
- ♦ the student will follow a pattern of study that makes him/her eligible for the award of the HSC
- ♦ the student will study appropriate courses as approved by the Board,
- ♦ the student will complete **all** the requirements of each course including any necessary oral, aural, practical, field work, project work, class work.
- ♦ the student will have completed, and made a genuine attempt at, all tasks required as part of the assessments program
- ♦ the student will avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is their own or acknowledges the contribution of others
- ♦ the student will **sit for, and make a genuine attempt at**, any examination set as part of the course including the Higher School Certificate examination.

The Courses

Two types of courses are approved for study in the Higher School Certificate:

- **Board Developed Courses** - are the courses for which the Board of Studies develops a syllabus, setting out the objectives, outcomes, structure and content. The Board also sets Higher School Certificate examinations for most of these courses.
- **Board Endorsed Courses** - all of which form part of an approved HSC program of study and are listed on your Record of Achievement. However, only 2 units of a Board Endorsed Course can be used in the calculation of the Australian Tertiary Admission Rank (ATAR)

Extension study is available in English, Mathematics, History, Music and some language courses. Extension courses build on the content of the 2-unit course, and require students to study beyond the 2-unit course. A second unit of Extension English and Mathematics may also be studied.

Allocation of Marks

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 will correspond to the highest level of achievement (Band 6). Marks are based on the standard of achievement reached, not based on set distributions of marks.

Assessment Marks

Your school submits your assessment marks for each Board Developed Course studied to the Board of Studies. These marks are calculated from your results on each assessment task you undertake as part of your HSC course and outlined in this booklet.

In the case of VET courses studied at school, there is no assessment mark. A student log forms a record of student achievement in the units of competency for each course.

School-Based Assessment

The assessment marks submitted by a school for each course are intended to indicate students' achievements relative to each other and the standards of the course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' achievements is based upon:

- *a wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the outcomes measured by the examination;*
- *multiple measures and observations made throughout the HSC course rather than at a single, final examination.*

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

School based assessment comprises 50% of the overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus. This information may be accessed through the Board's website: www.boardofstudies.nsw.edu.au

The final HSC assessment mark will be moderated by the Board of Studies using HSC examination marks to ensure that students are not advantaged or disadvantaged by the pattern of marks used by their school. This process will retain the school's measurement of the order of merit of its students and the relative differences between them.

Plagiarism

Plagiarism is when you present work or create work as yours that is the work or creation of someone else. Students should particularly note the definition and application of the rules found in the Killara High School Assessment Policy and in the Board of Studies publication "All My Own Work" found at www.boardofstudies.nsw.edu.au.

The Board's Responsibilities

For each course, the Board produces a syllabus, a statement of subject rules, a list of prescribed texts (if applicable), works and projects and an assessment guide. The NSW Board of Studies' Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other Board publications, including syllabi, can be found on the Board's website: www.boardofstudies.nsw.edu.au It is recommended that students regularly access this site.

Review of Final Assessment Ranks

Following submission of assessment marks from the school in each HSC course, the Board will provide information for students on their relative positions in each course.

If the position assigned by the school differs significantly from what was expected by a student, based on information provided during the course, the student may seek a review in that course. Procedures for this review are available through the Head Teacher Stage 6.

It will also be possible to have an assessment rank reviewed if the student believes the school did not follow similar procedures to those indicated in the assessment program for the course or did not allocate marks according to the Board's specification for each component.

The teacher's professional judgement of the achievement level in individual assessments as reflected in the marks or grades awarded, will not be any part of these reviews.

Number of Assessment Tasks

It is not the intention of the Board to distort the normal learning processes by the introduction of these assessments. For this reason, the Board has advised schools to use the least number of measures possible to arrive at a fair assessment. It is deemed by the Board that up to 5 tasks for 2- unit courses and 3 tasks for 1-unit courses should be sufficient for assessment.

Teachers will use other activities for diagnostic purposes and to establish success in the teaching/learning of a particular concept, topic or unit. These are essential parts of the course and should be carried out by all students.

It should further be noted that not all tasks are weighted equally and a poor level of achievement in a major task may have dramatic consequences. At the same time, it should be recognised that significant variation in a student's rank may occur during the HSC year as a consequence of relatively small mark differences.

Students, therefore, who take lightly their responsibility to submit their best work in all tasks, do so at serious risk. A pattern of non-serious attempt or non-attempt might well prejudice such student's eligibility to receive a Higher School Certificate.

Non-Assessment Tasks

Not all homework, assignments and tests provide assessment marks. The purpose of non-assessment tasks is to give you practice and so help you improve your result. You need to complete all your assigned work in order to have satisfactorily completed the course – not just the tasks specified for assessment. As these tasks are part of a course, their completion is required for you to meet course requirements.

Concerns

If you are experiencing any difficulty in assessments for a course you should seek help from your Year Adviser, Assistant Year Adviser, Stage Head Teacher or the Head Teacher responsible for that course.

Satisfactory Completion of a Course

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.
- (d) *VET Courses only* – **completed** mandatory work placement of 70 hours.

While the Board of Studies does not mandate attendance requirements, Principals may determine that, as a result of absence or lack of sustained effort, the course completion criteria may not be met. Clearly, absences and lack of application will be regarded seriously by Principals who must give students early warning of the consequences of such circumstances. Warning letters must relate to students' meeting the completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or carer (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

"For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted. Furthermore, the student must fulfil the course completion criteria. It is only when both of these conditions are met that the course is listed on the Record of Achievement.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the Board's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate." (ACE Manual)

Australian Tertiary Admission Rank (ATAR)

What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- The best two units of English; and
- The best eight units from the remaining units, subject to the provision that **no more than two** units of Category B* courses be included.
- A student must have **eight** units of Category A courses.
- The university ranking system is known as the ATAR (Australian Tertiary Admission Rank).
- The highest rank of an ATAR is 99.95.
- The ATAR will indicate a student's position in relation to the Year 7 cohort they began high school with.

The Australasian Conference of Tertiary Admission Centres (ACTAC) decided to adopt a common name for existing indices across all states and territories (except Queensland) to highlight that student ranks are reported on a common scale.

Further information is available on UAC's website (www.uac.edu.au), including:

- a general publication – *FAQs about the Australian Tertiary Admission Rank (ATAR)*
- a more detailed publication – *The Australian Tertiary Admission Rank in NSW – A Technical Report*.
- a publication aimed at Year 12 students – *All about your ATAR*.

Disability Provisions

The Board of Studies assesses applications from students with disabilities in order to provide eligible students with practical support in Board of Studies assessments and examinations. Applications may be made by students for the Higher School Certificate according to procedures determined by the Board of Studies.

The coordinator of these applications is Mrs Jane Rountree, Head Teacher Welfare (Voicemail 1092). Mrs Rountree will be able to provide students with Disability Provisions Application forms and Information Guides in Term 4 of the year preceding the relevant Board of Studies examination. Students who wish to apply for disability provisions should see Mrs Rountree. Mrs Rountree and the School Counsellor will complete the application form with the student.

Parents are encouraged to contact Mrs Rountree with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals.

The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the Board of Studies website provided here or contact the school.

<http://www.boardofstudies.nsw.edu.au/disability-provisions/>

RoSA Grade Information

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

The RoSA is a cumulative record of all academic achievement

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC. It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently. The NSW syllabuses state **what** students at each stage are expected to learn. The A to E Common Grade Scales describe **how well** students have achieved. NSW teachers are very experienced in determining the standard of work that warrants a particular grade.

- The RoSA details grades using an A to E grading scale, and the Board of Studies works with teachers to ensure that appropriate standards are developed and applied.
- These methods of moderation and monitoring of grades helps ensure that parents and employers know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Common Grade Scale for Higher School Certificate Courses

The Common Grade Scale describes performance at each of five grade levels.

Grade A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
Grade B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Grade C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Grade D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Grade E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

**This HSC Assessment Information and Schedule should be read in conjunction with the KHS Assessment Policy.
This can be found at www.killara-h.school.nsw.edu.au –
“Curriculum and Activities” – “Assessment & Reporting”.**



Individual HSC Course Assessment Schedules

Assessment in English

The internal assessment mark for English Courses in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the tables below.

HSC ENGLISH (STANDARD) COURSE

Board of Studies Requirements

Syllabus Components	Syllabus Component Weighting %
Area of Study	40
Module A	20
Module B	20
Module C	20
	100

Modes to be assessed across the components	Weighting %
Listening	15
Speaking	15
Reading	25
Writing	30
Viewing/Representing	15
	100

Module A – Experience Through Language
Module B – Close Study of Text
Module C – Texts and Society

Assessment in English – Continued

The Killara High Assessment Schedule for HSC English (Standard)

Component		Task 1		Task 2	Task 3	Task 4	Task 5	Weighting
		AOS: Creative Writing	AOS: Orals	Reading Writing	Representing Task	Trial HSC Exam	Viewing and Listening Task	
Timing		Term 4 Week 6	Term 4, 2014 Weeks 8, 9 and 10	Term 1, 2015 Exam Block Week 7	Term 2, 2015 Week 5	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Week 5	
Outcomes		2, 5, 9, 11	1,4,12	2, 3, 4, 5, 6	4, 6, 7, 8, 10	1, 2, 4, 6, 8, 13	1, 2, 3, 5, 6, 7,10, 11	
Syllabus component	Area of Study Discovery	15	15			10		40
	Module A Experience Through Language			15		5		20
	Module B Close Study of Texts				15	5		20
	Module C Texts and Society					5	15	20
Weighting		30		15	15	25	15	100
Language modes	Listening						15	15
	Speaking	15						15
	Reading	10		5		10		25
	Writing	5		10		15		30
	Viewing/Representing				15			15
Weighting		30		15	15	25	15	100

Assessment in English – Continued

English (Standard) Outcomes

1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. A student demonstrates understanding of the relationships among texts.
3. A student develops language relevant to the study of English.
4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
5. A student analyses the effect of technology and medium on meaning.
6. A student engages with the details of text in order to respond critically and personally.
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
11. A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.
12. A student reflects on own processes of responding and composing.
13. A student reflects on own processes of learning.

Assessment in English – Continued

HSC ENGLISH (ADVANCED) COURSE

The internal assessment mark for English Courses in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the tables below.

Board of Studies Requirements

Syllabus Components	Syllabus Component Weighting %
Area of Study	40
Module A	20
Module B	20
Module C	20
	100

Modes to be assessed across the components	Weighting %
Listening	15
Speaking	15
Reading	25
Writing	30
Viewing/Representing	15
	100

Module A – Comparative Study of Texts and Context

Module B – Critical Study of Texts

Module C – Representation and Text

Assessment in English – Continued

The Killara High Assessment Schedule for HSC English (Advanced)

Component		Task 1		Task 2	Task 3	Task 4	Task 5	Weighting
		AOS: Comprehension	AOS: Oral	Representing Task	Viewing & Listening	Trial HSC Exam	Reading Writing	
Timing		Term 4, 2014 Week 5 6/11/14	Term 4, 2014 Weeks 8, 9 and 10	Term 1, 2015 Exam Block Week 7	Term 2, 2015 Week 4	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Week 5	
Outcomes		1, 4, 12a, 12	2, 5, 9,11	4, 6, 7, 8, 10	2, 3, 4, 5, 6	1, 2, 2a, 4, 6, 8, 13	1, 2, 3, 5, 6, 7,10, 11	
Syllabus component	Area of Study Discovery	15	15			10		40
		In-class Creative Week 4 Thursday 30/10/14						
	Module A Comparative Study of Texts and Context			15		5		20
	Module B Critical Study of Texts				15	5		20
	Module C Representation and Text					5	15	20
Weighting		30		15	15	25	15	100
Language modes	Listening				15			15
	Speaking	15						15
	Reading	10				10		25
	Writing	5				15		30
	Viewing/Representing			15				15
Weighting		30		15	15	25	15	100

Assessment in English – Continued

English (Advanced) Outcomes

1. A student explains and evaluates the effects of different contexts of responders and composers on texts.
2. A student explains relationships among texts.
- 2A. **Advanced only** - A student recognises different ways in which particular texts are valued.
3. A student develops language relevant to the study of English.
4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
6. A student engages with the details of text in order to respond critically and personally.
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.
- 12A. **Advanced only** - A student explains and evaluates different ways of responding to and composing text.
13. A student reflects on own processes of learning.

Assessment in English – Continued

HSC ENGLISH EXTENSION COURSE 1

Board of Studies Requirements

Syllabus Components	Syllabus Component Weighting %
Students undertaking HSC English Extension Course 1 must complete ONE elective chosen from ONE of the HSC Modules A, B or C.	50

Modes to be assessed across the components	Weighting %
These modes include: Speaking/Listening	10
Reading/ Writing	30
Viewing/Representing	10
	50

Module A: Genre

Module B: Texts and Ways of Thinking

Module C: Language and Values

The Killara High Assessment Schedule for English Extension 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Speaking/Listening	Viewing/Representing	Reading Writing	Reading/Writing Trial HSC Examination	
	Term 4, 2014 Week 7	Term 1, 2015 Exam Block Week 7	Term 2, 2015 Week 7	Term 3, 2015 Trial Exams Week 1-3	
	1, 2, 4	1, 2, 3	1, 3, 4	1, 2, 3, 4	
Knowledge and understanding of complex texts and of how and why they are valued.	10	10	5	10	35
Skills in: <ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation. 			5	10	15
Weighting	10	10	10	20	50

Assessment in English – Continued

English (Extension Course 1) Outcomes

1. Students learn to distinguish and evaluate the values expressed through texts by:
 - 1.1 identifying aspects of texts that reflect and shape values
 - 1.2 considering the ways that values identified in and through texts can vary
 - 1.3 evaluating the effects of changes in perceived values.
2. Students learn how different texts are valued by:
 - 2.1 identifying aspects of texts that are valued in different contexts
 - 2.2 explaining why and how different aspects of texts are valued in different contexts
 - 2.3 speculating about different ways in which texts might be valued
 - 2.4 generalising about the nature of the process of valuing texts.
3. Students will learn to compose extended texts by:
 - 3.1 engaging with the complexity of a range of texts
 - 3.2 refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression
 - 3.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes
 - 3.4 using stylistic devices appropriate to purpose, audience and context.
4. Students learn to develop sophisticated presentations by:
 - 4.1 engaging in extended independent investigation
 - 4.2 reflecting on their findings
 - 4.3 presenting the results to a specific audience and for a specific purpose
 - 4.4 reflecting on the effectiveness of the presentation.

Assessment in English – Continued

HSC ENGLISH EXTENSION COURSE 2

Board of Studies Requirements

Syllabus Components	Syllabus Component Weighting %
Major Work	50
The Major Work will be assessed at school as a process and externally as a product.	50

The Killara High Assessment Schedule for English Extension 2

The components for the internal assessment will be the two course objectives, with equal weighting. The objectives are:

Objective 1: Skills in extensive independent investigation

Objective 2: Skills in sustained composition.

There will be three assessment tasks, as shown in the table below. Students will also be required to submit their Major Work Journal at least three times at key points during the course.

Component	Task 1	Task 2	Task 3	Weighting
	Viva Voce addressing the proposal for the Major work	Report - The impact of independent investigation on the development of the Major Work.	Draft version of the Major Work, and reflection on progress to date Journal and Reflection Statement are submitted	
	Term 4, 2014 Week 8	Term 1, 2015 Exam Block Week 8	Term 2, 2015 Week 8	
	Viva Voce Journal First Draft	Proposal Journal	Second Draft Report Journal	
Objective 1 - Skills in extensive independent investigation	5	5	5	25
Objective 2 - Skills in sustained composition	5	5	5	25
Weighting	10	15	25	50

Assessment in English – Continued

English (Extension Course 2) Outcomes

1. Students learn to develop and use skills in extensive independent investigation by:
 - 1.1 autonomous, thorough and extensive investigation in a specialised field
 - 1.2 monitoring, reflecting on and documenting their interpretation, analysis and composition in a journal
 - 1.3 presenting aspects of investigation to specific audiences, in a range of modes.
2. Students learn to reflect on and document their processes of composition by:
 - 2.1 developing texts drawn from personal, affective, cognitive and other experiences, understanding and ideas
 - 2.2 monitoring, reflecting on and documenting their process of inquiry in a journal
 - 2.3 presenting aspects of composition to specific audiences, in a range of modes.

Assessment in English

HSC ENGLISH (ESL) COURSE 2015

Board of Studies Requirements

The suggested components, weightings and tasks for the HSC Course are set out below.

Syllabus Components	Syllabus Component Weighting
Language Study within Area(s) of Study	50
Module A	25
Module B	25
	100

Modes to be assessed across the components	Weighting
Listening	20
Speaking	20
Reading	20
Writing	25
Viewing/Representing	15
	100

The Killara High School Assessment Schedule for English (ESL)

Area of Study: Discovery - **Text 1** – Novel: *The China Coin* **Text 2** – Film: *Billy Elliot*

Module A: Experience Through Language
Elective 1 – Australian Voices - **Text 1** – Nonfiction: *The Stolen Children – Their Stories*

Module B: Texts and Society
Elective 2 – Academic English - BOS Support document

Assessment in English – Continued

Component		Task 1	Task 2	Task 3	Task 4	Task 5		Weighting
Timing		Module A Reading Viewing & Representing Term 4, 2014 Week 8-9	Module B Reading and Writing Term 1 & 2, 2015 Ongoing	Area of Study Listening Term 2, 2015 Week 5	Area of Study Speaking Term 3, 2015 Week 6	Trial HSC Exam		
						Paper 1	Paper 2	
						Term 3, 2015 Trial Exam Block Weeks 1-3		
Outcomes		Reading 2, 3, 6 V&R - 1, 3, 4,10	Writing 4, 8,11,12 Reading 1, 4, 5,6	Listening 1, 5, 7, 9	Speaking 4, 8, 9, 11, 12	All outcomes		
Syllabus component	Module B: <i>Academic English</i>		20			5		25
	Lang Study within AOS			20	10	20		50
	Module A: <i>Aust Voices</i>	20				5		25
Marks		20	20	20	10	30		100
Language modes	Listening			10			10	20
	Speaking				20			20
	Reading	5	10			5		20
	Writing		10			5	10	25
	Viewing/Representing	15						15
Marks		20	20	10	20	30		100

Assessment in English – Continued

Outcomes

1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. A student describes and explains different relationships among texts.
3. A student demonstrates understanding of cultural reference in texts.
4. A student uses language relevant to the study of English.
5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
6. A student interprets texts using key language patterns and structural features.
7. A student analyses the effect of technology on meaning.
8. A student adapts a variety of textual forms to different purposes, audiences and contexts, in all modes.
9. A student engages with the details of text in order to develop a considered and informed personal response.
10. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
11. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
12. A student draws upon the imagination to transform experience and ideas into texts, demonstrating control of language.
13. A student reflects on own processes of responding and composing.
14. A student reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English.

Assessment in Drama

The internal assessment mark for Drama in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting %
Making	40
Performing	30
Critically studying	30
	100

The Killara High Assessment Schedule for Drama

Component	Task 1	Task 2a	Task 2b	Task 3	Task 4	Weighting
	Performance essay and reflection	Presentation of scene and extended response	Progress mark – Individual Project (IP), interview and logbook	Progress mark - Group Performance (GP), interview and logbook	Trial HSC incorporating: Group Performance, interview and logbook; Individual Project, interview and logbook; Theory – 2 essays	
	Australian Theatre	Studies in Drama and Theatre	Individual Project	Group Performance		
	Term 4, 2014 Week 9	Term 1, 2015 Exam Block Weeks 7-8	Term 1, 2015 Exam Block Week 7-8	Term 2, 2015 Week 8	Term 3, 2015 Trial Exams Weeks 1-3	
	H1.2, 2.1, 2.2, 3.2, 3.3	H1.1, 1.2, 2.1, 3.1, 3.2, 3.3	H1.2, 1.3, 1.5, 1.7, 2.3, 3.1	H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1	H1.1-1.7, 2.1-2.3 H1.2, 1.3, 1.5, 1.7, 2.1-2.3, 3.1 H3.1-3.2, 3.3	
Making	5	5	10	10	10	40
Performing	5	5	5	5	10	30
Critically Studying	5	5			20	30
Weighting	15	15	15	15	40	100

Assessment in Drama – Continued

Outcomes

Making Drama

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work

Performing

- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance

Critically Studying

- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

Assessment in Music

The internal assessment mark for Music in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

MUSIC 1 HSC COURSE

Board of Studies Requirements

Component	Weighting %
Performance Core	10
Composition Core	10
Musicology Core	10
Aural Core	25
Elective 1 (Performance and/or Composition and/or Viva Voce)	15
Elective 2	15
Elective 3	15
	100

The Killara High Assessment Schedule for Music 1

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Core: Composition Viva Voce	Core: Written Examination	Practical (performance plus electives)	Trial HSC Exam Written	Trial HSC Exam Practical	
	Term 4, 2014 Weeks 7	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 3	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Trial Exams Week 2	
	H1, 2, 3, 5, 6, 7, 8	H4, 5, 6	H1 - 11	H1 - 11	H4, 5, 6	
Performance Core			5		5	10
Composition Core	10					10
Musicology Core	10					10
Aural Core		10		15		25
Elective 1			5		10	15
Elective 2			5		10	15
Elective 3			5		10	15
Weighting	20	10	20	15	35	100

* Elective tasks will be assessed based on outcomes related to elective activity chosen.

Assessment in Music – Continued

HSC Course Outcomes

Through activities in performance, composition, musicology and aural students are expected to demonstrate the following outcomes:

- H.1 - performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H.2 - reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H.3 - improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H.4 - articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H.5 - critically evaluates and discusses performances and compositions
- H.6 - critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H.7 - understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H.8 - identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H.9 - performs as a means of self- expression and communication
- H.10 - demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H.11 - demonstrates a willingness to accept and use constructive criticism

Assessment in Music – Continued

HSC MUSIC 2 COURSE

Board of Studies Requirements

Component	Weighting %
Core	
Core Performance	20
Core Composition	20
Core Musicology	20
Core Aural	20
Elective	
One elective from Performance, Composition or Musicology	20
	100

The Killara High Assessment Schedule for Music 2

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Core Musicology	Written Examination and Viva Voce	Practical Task	Trial HSC Exam	Trial HSC Exam	
				Written	Practical	
	Term 4, 2014 Week 8	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 4	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Trial Exams Week 2	
	H3, 5, 7, 11	H2, 5, 6, 7, 9, 11	H1 – 12*	H2, 5, 6, 7, 9, 11	H1 – 12*	
Core Performance			10		10	20
Core Composition			10		10	20
Core Musicology	10	5		5		20
Core Aural		10		10		20
Performance or Composition or Musicology elective			10		10	20
Weighting	10	15	30	15	30	100

* Elective tasks will be assessed based on outcomes related to elective activity chosen.

Assessment in Music – Continued

HSC Course Outcomes

Through activities in performance, composition, musicology and aural, the students are expected to attain from the course, the following outcomes:

- H1 - performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble.
- H2 - demonstrates an understanding of the relationship between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols, reflecting those characteristically used in the mandatory and additional topics
- H3 - composes works focusing on a range of concepts for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 - stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historic contexts
- H5 - analyses, discusses, evaluates, and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 - discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 - critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 - understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 - identifies, recognises, experiments with and discusses the uses and effects of technology in music
- H10 - performs as a means of self expression and communication
- H11 - demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12 - demonstrates a willingness to accept and use constructive criticism

Assessment in Music – Continued

EXTENSION HSC MUSIC COURSE

TWO assessment tasks will set during the course. The two tasks will be assessed based on the students chosen component from **ONE** of the following: Performance, Musicology or Composition.

Board of Studies Requirements

Component	Weighting %
Performance Extension — TWO tasks of performance and performance related activities OR	50
Composition Extension — Composition portfolio assessed at TWO different times OR	50
Musicology Extension — Musicology portfolio assessed at TWO different times	50
	50

The Killara High Assessment Schedule for Music Extension

Component	Task 1	Task 2	Weighting
	Progress of Individual Project	Trial HSC Exam	
	Term 1, 2015 Weeks 4-5	Term 3, 2015 Week 2	
	H1*, H2*, H3*, H4*, H5*, H6*	H1*, H2*, H3*, H4*, H5*, H6*	
Performance OR Composition OR Musicology	25	25	50
Weighting	25	25	50

Assessment in Music – Continued

The Outcomes the students are expected to attain from their chosen component are as follows:

For Performance

Through performance and related activities, a student;

1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction

For Composition

Through composition and related activities, a student;

1. composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
2. leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
5. presents, discusses and evaluates the problem – solving process with regard to composition and the realisation of the composition

For Musicology

Through musicology and related activities, a student;

1. presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5. presents, discusses and evaluates the problem – solving process and the development and realisation of a research project

Assessment in Visual Arts

The internal assessment mark for Visual Arts in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting %
Art making	50
Art criticism and art history	50
	100

The Killara High Assessment Schedule for Visual Arts

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Theory Task <i>Gallery Hop Assignment</i>	Half Yearly Assessment Written Examination <i>Progress on Body of Work & VAPD</i>	Practical Task <i>Progress on Body of Work and VAPD</i>	Trial HSC Assessment Written Examination The Body of Work <i>(To be displayed in the Annual Visual Arts Exhibition – the date subject to the school calendar)</i>	
	Term 4, 2014 Week 7 Fri 21/11/14	Term 1, 2015 Weeks 7-8 <i>Refer to exam timetable</i> Term 1, 2015 Week 9 Thurs 26/3/15 Body of Work, VAPD*	Term 2, 2015 Week 8 Thurs 11/6/14	Term 3, 2015 Weeks 1-3 <i>Refer to exam timetable</i> Term 3, 2015 Week 4 Thursday 6/8/15 The Body of Work	
	H7, 8	H1,2,3,4,5,6,7,8,9,10	H1, 2, 3, 4, 5, 6	H1, 2, 3, 4, 5, 6 7, 8, 9, 10	
Art making		10	15	25	50
Art Criticism and Art History	10	15		25	50
Weighting	10	25	15	25	100

* VAPD – Visual Arts Process Diary

Assessment in Visual Arts – Continued

The outcomes students are expected to attain from the course are as follows:

Art Making

- H.1 Initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions.
- H.2 Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work.
- H.3 Demonstrates an understanding of the frames when working independently in the making of art.
- H.4 Selects and develops subject matter and forms in particular ways as representations in art making.
- H.5 Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
- H.6 Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.

Studying Images and Objects

- H.7 Applies their understanding of practice in art criticism and art history.
- H.8 Applies their understanding of the relationship among the artist, artwork, world and audience.
- H.9 Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.
- H.10 Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

Assessment in Aboriginal Studies

The internal assessment mark for Aboriginal Studies in Stage 6 is to be based on the HSC course only. Final assessment is based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Tasks	Weighting %
Knowledge and understanding of course content	Examinations, written tasks and oral presentations across all topics of the HSC Course	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	The HSC Major project is main task that examines Aboriginal perspectives, as well as oral and written tasks	25
Research and inquiry methods, including aspects of the Major Project	HSC Major project includes research, analysis and reporting. Examination tasks will cover elements of research methodologies	20
Communication of information, ideas and issues in appropriate forms	Oral and Written tasks require diverse communication skills and the broad flexibility of the HSC Major project to allows students to communicate in medium of personal choice.	15
		100

The Killara High Assessment Schedule for Aboriginal Studies

Component	Task 1	Task 2		Task 3	Task 4	Weighting
	Oral Task	Major Project (incl. Log Book)		Trial HSC	Written Task	
	Human Rights & Social Justice + Research and Inquiry Methods	Research and Inquiry Methods		All Topics	Aboriginality & the Land	
	Term 4, 2014 Week 9	Term 4 2014 Wk 10 (2.5%) Term 1 2015 Wk 7 (2.5%)	Term 1 Week 10	Term 3 2015 – Trial Exams Weeks 1-3	Term 3 2015 Week 6	
	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.5,	H1.1, H4.1, H4.2, H4.3, H4.4,		H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.3, H4.1	H2.1, H2.2, H2.3	
Knowledge and understanding of course content	5			20	15	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	2.5	2.5	15	5		25
Research and inquiry methods, including aspects of the Major Project	5	2.5	12.5			20
Communication of information, ideas and issues in appropriate forms	2.5		7.5		5	15
Weighting	15	40		25	20	100

Assessment in Aboriginal Studies - Continued

The Outcomes a student is expected to attain from the course are as follows:-

A student:

H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples

H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples

H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping

H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity

H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life

H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination

H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities

H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples

H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives

H4.2 undertakes community consultation and fieldwork and applies ethical research practices

H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Assessment in Business Studies

The internal assessment mark for Business Studies in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Tasks	Weighting %
Knowledge and understanding	Class tests and exams, which may include items such as multiple-choice, short answers, structured essays, business reports across one or more topic areas.	40
Stimulus-based skills	These tasks may include interpretation of financial statements and scenarios, investigation and analysis of Human Resources issues in the media.	20
Inquiry and research	This task includes research, analysis and reporting of issues faced by a particular global business.	20
Communication of business information, ideas and issues	This involves discussing issues and challenges faced by businesses in an extended response - either in an examination or in a take-home project. Students will need to develop their written communication skills.	20
		100

The Killara High Assessment Schedule for Business Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research Essay	Mid Course exam	Hand in Task	Trial HSC exam	
	Human Resources	HR and Finance	Marketing project	All Topics	
	Term 4, 2014 Week 8	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 9	Term 3, 2015 Trial Exams Weeks 1-3	
	H2, H3, H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H9, H10	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding	5	15		20	40
Inquiry and research	5		15		20
Stimulus-based skills	5	5	10		20
Communication of business information, ideas and issues	5		5	10	20
Weighting	20	20	30	30	100

Assessment in Business Studies - Continued

The Outcomes a student is expected to attain from the course are as follows:-

The student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

Assessment in Economics

The internal assessment mark for Economics in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Tasks	Weighting %
Tests and examinations	These may include multiple-choice items, short answers and extended responses	50
Research, investigation and communication	Tasks may include: student research on aspects of a topic, reported through a prepared essay or an in-class task or presentation	30
Stimulus-based skills	Statistical interpretation, graphical skills and calculations. These can utilise theoretical, contemporary or hypothetical situations	20
Marks		100

The Killara High Assessment Schedule for Economics

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Individual Research Written Report	Mid Course Exam	Individual Research Oral and Written Report	Trial HSC Exam	
	Topic 1 – The Global Economy	Topic 1 – The Global Economy and Topic 2 – Australia's Place in the Global Economy	Topic 3 – Economic Issues	Topics 1 - 4	
	Term 4, 2014 Week 8-9	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 7	Term 3, 2015 Trial Exams Weeks 1-3	
	H1, H4, H5, H6, H9, H10	H1, H3, H4, H8, H10, H11	H1, H2, H5, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Tests and examinations		20		30	50
Research, investigation and communication	20		10		30
Stimulus-based skills	5		15		20
Weighting	25	20	25	30	100

Assessment in Economics - Continued

The Outcomes a student is expected to attain from this course are as follows:-

- H 1 - demonstrates understanding of economic terms, concepts and relationships
- H 2 - analyses the economic role of individuals, firms, institutions and governments
- H 3 - explains the role of markets within the global economy
- H 4 - analyses the impact of global markets on the Australian and global economies
- H 5 - discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H 6 - analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H 7 - evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H 8 - applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H 9 - selects and organises information from a variety of sources for relevance and reliability
- H 10 - communicates economic information, ideas and issues in appropriate forms
- H 11 - applies mathematical concepts in economic contexts
- H 12 - works independently and in groups to achieve appropriate goals in set timelines

Assessment in Geography

The internal assessment mark for Geography in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of course content	40
Geographical tools and skills	20
Geographical inquiry and research, including fieldwork	20
Communication of geographical information, ideas and issues in appropriate forms	20
	100

The Killara High Assessment Schedule for Geography

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Fieldwork + Research Task	Mid Course Exam	Fieldwork + In-Class Essay	Trial HSC Exam	
	Urban Places	Urban Places and Ecosystems at Risk	People and Economic Activity	All Topics	
	Term 4, 2014, Week 6 + Term 4, 2014, Week 10	Term 1, 2015 Exam Block Weeks 7-8	Term 2 2015, Week 9 + Term 2 2015, Week 10	Term 3, 2015 Trial Exams Weeks 1-3	
	H1, 3, 7, 10, 11, 13	H1, 2, 5, 6, 12	H1, 4, 8, 9, 10, 12, 13	All Outcomes	
Knowledge and understanding of course content	5	10	5	20	40
Geographical tools and skills		10		10	20
Geographical inquiry and research, including fieldwork	10 (incl. 5 Fieldwork)		10 (incl. 5 Fieldwork)		20
Communication of geographical information, ideas and issues in appropriate forms	10		10		20
Weighting	25	20	25	30	100

Assessment in Geography - Continued

The Outcomes a student is expected to attain from this course are as follows:-

- H1 - explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2 - explains the factors which place ecosystems at risk and the reason for their protection
- H3 - analyses contemporary urban dynamics and applies them in specific contexts
- H4 - analyses the changing spatial and ecological dimensions of an economic activity
- H5 - evaluates environmental management strategies in terms of ecological sustainability
- H6 - evaluates the impacts of, and responses to, environmental change
- H7 - justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8 - plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 - evaluates geographical information and sources for usefulness, validity and reliability
- H10 - applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 - applies mathematical ideas and techniques to analyse geographical data
- H12 - explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 - communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

Assessment in History

The internal assessment mark for History courses in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the tables below.

ANCIENT HISTORY

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of course content	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

The Killara High Assessment Schedule for Ancient History

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Cities of Vesuvius	Historical Period and Cities of Vesuvius	Personality	Ancient Societies	Trial HSC Exam	
	Term 4, 2014 Week 8	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 5	Term 2, 2015 Week 9	Term 3, 2015 Trial Exams Weeks 1-3	
	H2.1, 3.2, 3.3, 3.5	H2.1,3.3, 3.4,4.1,4.2	H1.1, 3.1, 3.3, 3.4, 3.6	H2.1,3.1, 3.3, 4.1	H1.1, 3.2, 3.3, 3.5, 4.1, 4.2	
Knowledge and understanding of course content	5	10	10	5	10	40
Source- based skills	5	5		5	5	20
Historical inquiry and research	10		5	5		20
Communication of historical understanding in appropriate forms		5	5	5	5	20
Weighting	20	20	20	20	20	100

Assessment in Ancient History - Continued

The Outcomes a student is expected to attain from the course are as follows:-

- H1.1 - describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context
- H2.1 - explain historical factors and assess their significance in contributing to change and continuity in the ancient world
- H3.1 - locate, select and organise relevant information from a variety of sources
- H3.2 - discuss relevant problems of sources for reconstructing the past
- H3.3 - analyse and evaluate sources for their usefulness and reliability
- H3.4 - explain and evaluate differing perspectives and interpretations of the past
- H3.5 - analyse issues relating to ownership and custodianship of the past
- H3.6 - plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- H4.1 - use historical terms and concepts appropriately
- H4.2 - communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

Assessment in History - Continued

MODERN HISTORY

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of course content	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

The Killara High Assessment Schedule for Modern History

Component	Task 1	Task2	Task 3	Task 4	Task 5	Weighting
	Core: World War I	Core and Twentieth Century National Study: Germany	National Study and Personality study: Leni Riefenstahl/Albert Speer	International Studies in Peace and Conflict: Conflict in Europe	Trial HSC Exam	
	Source Analysis and research task	Source Analysis/Essay	In-class essay	Research Essay		
	Term 4, 2014 Week 9	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 5	Term 2, 2015 Week 10	Term 3, 2015 Trial Exams Weeks 1-3	
	H3.1, 3.2, 3.3, 3.5, 4.2	H1.2, 2.1, 3.3, 4.1, 4.2,	H1.1, 1.2, 3.4, 4.1, 4.2,	H1.2, 2.1, 3.4. 3.5, 4.2	H1.1, 1.2, 2.1, 3.3, 4.1, 4.2	
Knowledge and understanding of course content		10	15	5	10	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	10	5			5	20
Historical inquiry and research	5		5	10		20
Communication of historical understanding in appropriate forms		5	5	5	5	20
Weighting	15	20	25	20	20	20

Assessment in History - Continued

The Outcomes a student is expected to attain from the course are as follows:-

- H1.1 - describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H1.2 - analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H2.1 - explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
- H3.1 - ask relevant historical questions
- H3.2 - locate, select and organise relevant information from different types of sources
- H3.3 - analyse and evaluate sources for their usefulness and reliability
- H3.4 - explain and evaluate differing perspectives and interpretations of the past
- H3.5 - plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- H4.1 - use historical terms and concepts appropriately
- H4.2 - communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

Assessment in History - Continued

HISTORY EXTENSION

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of significant historiographical ideas and processes	10
Skills in designing, undertaking and communicating historical inquiry – the History Project	40
	50

The Killara High Assessment Schedule for History Extension

Components	Task 1	Task 2	Task 3	Weighting
	Historiography essay	History Project	Trial HSC Exam	
	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 9	Term 3, 2015 Trial Exams Weeks 1-3	
	E1.1	E2.1, E2.2, E2.3	E1.1	
Knowledge and understanding of significant historiographical ideas and processes	5		5	10
Skills in designing, undertaking and communicating historical inquiry		40		40
Weighting	5	40	5	50

Outcomes

- E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
- E2.1 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions

Assessment in Legal Studies

The internal assessment mark for Legal Studies in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding	60
Research and Inquiry	20
Communication of Legal Studies information, issues and ideas in appropriate forms	20
Total	100

The Killara High Assessment Schedule for Legal Studies

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Research Task	Written exam	Research written task	Trial HSC Exam	Research, media file and an in-class written task	
	Contemporary Criminal Case	Crime and Human Rights	Indigenous Peoples	All Topics	World Order	
	Term 4, 2014 Week 9	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 6	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Week 6	
	H1, H.7, H.8, H.9, H.10	H.2, H.3, H.6	H.2, H.3, H.4, H.5, H.6, H.8, H.10	H.3, H.4, H.5, H.6, H.8, H.9	H.2, H.3, H.4, H.5, H.8	
Knowledge and understanding	5	15	10	20	10	60
Research and Inquiry	5		10		5	20
Communication of Legal Studies information, issues and ideas in appropriate forms		5		10	5	20
Weighting	10	20	20	30	20	100

Assessment in Legal Studies - Continued

The Outcomes a student is expected to attain from the course are as follows:-

- H1.1 - applies domestic and international legal vocabulary in appropriate contexts
- H1.2 - assesses the role of Australian and major international legal institutions
- H2.1 - explains the origins and sources of Australian and international law
- H2.2 - compares similarities and contrasts differences in relation to customary law, statutory law, common law and international law
- H2.3 - evaluates the effectiveness of domestic law in responding to global challenges
- H3.1 - analyses the interrelationship between law, justice and society and the changing nature of law
- H3.2 - assesses how cultures and values of different groups within society impact on the legal system
- H3.3 - evaluates the effectiveness of the processes and mechanisms of change in the legal system
- H3.4 - analyses legislation, cases, media reports and opinions to review arguments for change and reform in the law
- H4.1 - analyses specific problems encountered in gaining access to the legal system
- H4.2 - assesses the effectiveness of dispute resolution mechanisms
- H4.3 - explains rights and responsibilities and evaluates the provisions of domestic and international legal systems in addressing these issues
- H5.1 - selects and organises relevant legal information from a variety of sources and evaluates information and sources for usefulness, validity and bias
- H5.2 - investigates, analyses and synthesises legal information from a variety of perspectives and presents the findings of investigations
- H5.3 - communicates through well-structured texts to describe, explain, argue, discuss, analyse, evaluate and apply legal information, ideas and issues using appropriate written and oral forms
- H5.4 - uses planning and review strategies to manage effectively the competing demands of complex tasks and makes effective use of time and resources.

Assessment in Society and Culture

The internal assessment mark for Society and Culture in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of course content	50
Application and evaluation of social and cultural research methodologies	30
Communication of information, ideas and issues in appropriate forms	20
	100

The Killara High Assessment Schedule for Society and Culture

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	In-Class Exam	Written PIP Draft and Oral Presentation	Research Task and Oral Presentation	Hand in Task	Trial HSC exam	
	Social and Cultural Continuity and Change	Personal Interest Project	Depth Study 1	Depth Study 2		
	Term 4 2014 Week 10	Term 1 2015, Wk 4 (4.5%) Term 2 2015 Wk 3 (8%)	Term 1 2015 Exam Block Weeks 7-8	Term 2 2015 Week 9	Term 3 2015 Trial Exams Weeks 1-3	
	H1, H3, H4, H5, H7, H8	H1, H3, H5, H6, H7, H8, H10	H5, H7, H8, H10	H2, H5, H7, H10	H1–10	
Knowledge and understanding of course content	5	5	5	10	25	50
Application and evaluation of social and cultural research methodologies	5	5	10	5	5	30
Communication of information, ideas and issues in appropriate forms	2.5	2.5	5	5	5	20
Weighting	12.5	12.5	20	20	35	100

Assessment in Society and Culture - Continued

Outcomes:

A student:

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influence on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 applies complex course language and concepts appropriate for a range of audiences and contexts

H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Assessment in Languages Other Than English

FRENCH, GERMAN, JAPANESE AND CHINESE CONTINUERS

Board of Studies Requirements

Component	Weighting %
Objectives 1 and 4 - Speaking	20
Objective 3 - Listening and Responding	25
Objectives 1 and 3 - Reading and Responding	40
Objective 2 - Writing	15

- Objective 1: Exchange information, opinions and experiences in French/German/Japanese.
 Objective 2: Express ideas through the production of original texts
 Objective 3: Analyse, process and respond to texts that are in French/German/Japanese
 Objective 4: Understand aspects of the language and culture of French/German/Japanese speaking communities

The Killara High Assessment Schedule for French, German, Japanese and Chinese (Continuers)

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Oral and Reading	Oral, Listening and Reading, Writing	Listening and Responding, Writing	Trial HSC Exam	
	Term 4, 2014 Week 7-8	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 6	Term 3, 2015 Trial Exams Weeks 1-3	
Speaking Objectives 1 and 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1	4	8		8	20
Listening and Responding Objective 3 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		10	5	10	25
Reading and Responding (Part A) Objectives 1 and 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	5	10		10	25
Reading and Responding (Part B) Writing in French/German/Japanese Objectives 2 and 4 Outcomes: 2.1, 2.2, 2.3, 4.1		12	6	12	30
Weighting	9	40	11	40	100

Assessment in French, German, Japanese and Chinese Continuers - Continued

The Outcomes a student is expected to attain from the course are as follows:-

- H1.1 - uses a range of strategies to maintain communication
- H1.2 - conveys information appropriate to context, purpose and audience
- H1.3 - exchanges and justifies opinions and ideas on known topics
- H1.4 - reflects on aspects of past, present and future experience
- H2.1 - applies knowledge of language structures to create original text
- H2.2 - describes, narrates and reflects on real or imaginary experience in the past, present or future
- H2.3 - structures and sequences ideas and information
- H3.1 - identifies and conveys the gist, main points, supporting points and detailed items of specific information
- H3.2 - summarises, interprets and evaluates information
- H4.1 - recognises and employs language appropriate to different social contexts
- H4.2 - identifies values, attitudes and beliefs of cultural significance
- H4.3 - reflects upon significant aspects of language and culture

FRENCH BEGINNERS

Board of Studies Requirements

Component	Weighting %
Speaking - Interacting and Producing Texts	20
Listening - Interacting and Understanding Texts	30
Reading - Interacting and Understanding Texts	30
Writing - Interacting and Producing Texts	20

Objective 1: Exchange information, opinions and experiences in French

Objective 2: Express ideas through the production of original texts

Objective 3: Analyse, process and respond to texts that are in French

The Killara High Assessment Schedule for French Beginners

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Speaking, Reading	Speaking, Listening, Reading, Writing	Listening, Writing	Trial HSC Exam	
	Term 4, 2014 Week 8-9	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 6	Term 3, 2015 Trial Exams Weeks 1-3	
Speaking Objectives 1 and 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	5	5		10	20
Listening and Responding Objectives 1 and 2 Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6		5	10	15	30
Reading and Responding Objectives 1 and 2 Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	5	10		15	30
Writing Objectives 1 and 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4		5	5	10	20
Weighting	10	25	15	50	100

Assessment in French Beginners - Continued

The Outcomes a student is expected to attain from the course are as follows:-

Objective 1 – Interacting

Develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in French within interpersonal situations.

Objective 2 – Understanding Texts

Interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3 – Producing Texts

Create and present texts in French for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

JAPANESE EXTENSION

Board of Studies Requirements

Assessment Component	Weighting %
Speaking skills (Objective 1)	10
Analysis of Written Text that is in Japanese (Objective 2)	20
Response to Written Text that is in Japanese (Objective 2)	10
Writing skills (Objective 1)	10
	50

Objective 1 - Present and discuss opinions, ideas and points of view in Japanese

Objective 2 - Evaluate, analyse and respond to text that is in Japanese and that reflects the culture of Japanese-speaking communities

The Killara High Assessment Schedule for Japanese Extension

Component	Task 1	Task 2	Task 3	Weighting
	Written & speaking exam task	Class Written/ Aural task	Trial HSC Exam	
	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 7	Term 3, 2015 Trial Exams Weeks 1-3	
Speaking Objective 1 Outcomes: 1.1, 1.2		5	5	10
Analysis of Written Text in Japanese Objective 2 Outcomes: 2.1, 2.2, 2.3	5	5	10	20
Response to Written Text in Japanese Objective 2 Outcomes: 2.1, 2.2, 2.3		5	5	10
Writing in Japanese Objective 1 Outcomes: 1.1, 1.2	5	5		10
Weighting	10	20	20	50

Assessment in Japanese Extension - Continued

Outcomes:

- 1.1 Discuss attitudes, opinions and ideas in Japanese
- 1.2 Formulate and justify a written or spoken argument in Japanese
- 2.1 Evaluate and respond to text personally, creatively and critically.
- 2.2 Analyse how meaning is conveyed
- 2.3 Analyse the social, political, cultural and/or literary contexts of text that is in Japanese.

Assessment in Mathematics

GENERAL MATHEMATICS, MATHEMATICS, EXTENSION 1 AND EXTENSION 2 COURSES

Components

The aims and objectives are grouped into two Components for the purpose of assessing candidates in these courses.

Component	Description	Weighting %
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the General Mathematics, Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses as:

Concepts, skills and techniques

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems

Reasoning and communication

- interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams
- interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems

For Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses only

- evaluating methods of solution in terms of efficiency and breadth of application, and recognizing limitations to the validity of solutions.

The weightings appropriate to assessment of attainment of these Components in each course are given in the table following.

Component	Course			
	General Mathematics	Mathematics	Extension 1 Mathematics	Extension 2 Mathematics
Concepts, skills and techniques	50	50	50	50
Reasoning and communication	50	50	50	50
TOTAL	100	100	100	100

GENERAL MATHEMATICS (GENERAL 2)

The number of tasks, their weightings and outcomes assessed is shown in the table below.

Task 1	Task 2	Task 3	Task 4	Weighting
In class assessment	Written Exam	In class assessment	Trial HSC Exam	
Term 4, 2014 Week 9	Term 1, 2015 Exam Block	Term 2, 2015 Week 4	Term 3, 2015 Trial Exams Weeks 1-3	
H2, H5, H7, H8, H9, H11	P2 – P11, H2-H11	H2-H11	P2 – P11, H2-H11	
10	30	20	40	100

Up to 30% of the school assessment in General Mathematics Stage 6 may be based on the Preliminary course.

Outcomes

A student:

- H1 - appreciates the importance of mathematics in her/his own life and its usefulness in contributing to society
- H2 - integrates mathematical knowledge and skills from different content areas in exploring new situations
- H3 - develops and tests a general mathematical relationship from observed patterns
- H4 - analyses representations of data in order to make inferences, predictions and conclusions
- H5 - makes predictions about the behaviour of situations based on simple models
- H6 - analyses two-dimensional and three-dimensional models to solve practical and mathematical problems
- H7 - interprets the results of measurements and calculations and makes judgements about reasonableness
- H8 - makes informed decisions about financial situations
- H9 - develops and carries out statistical processes to answer questions, which she/he and others have posed
- H10 - solves problems involving uncertainty using basic principles of probability
- H11 - uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating his/her position clearly to others

MATHEMATICS

The number of tasks, their weightings and outcomes assessed is shown in the table below.

Task 1	Task 2	Task 3	Task 4	Weighting
In class assessment	Written exam	In class assessment	Trial HSC Exam	
Term 4, 2014 Week 9	Term 1, 2015 Exam Block	Term 2, 2015 Week 5	Term 3, 2015 Trial Exams Weeks 1-3	
H1, H2, H4, H5, H6, H7, H9	P2 – P8, H1, H2, H4, H5, H6, H7, H8, H9	H1-H9	P2 – P8, H1-H9	
10	30	15	45	100

Up to 20% of the school assessment in HSC Mathematics may be based on the Preliminary Course.

Outcomes:

A student:

- H1 - seeks to apply mathematical techniques to problems in a wide range of practical contexts
- H2 - constructs arguments to prove and justify results
- H3 - manipulates algebraic expressions involving logarithmic and exponential functions
- H4 - expresses practical problems in mathematical terms based on simple given models
- H5 - applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
- H6 - uses the derivative to determine the features of the graph of a function
- H7 - uses the features of a graph to deduce information about the derivative
- H8 - uses techniques of integration to calculate areas and volumes
- H9 - communicates using mathematical language, notation, diagrams and graphs

MATHEMATICS EXTENSION 1

The number of tasks, their weightings and outcomes assessed is shown in the table below.

Task 1	Task 2	Task 3	Task 4	Weighting
In class assessment	Written Exam	In class assessment	Trial HSC Exam	
Term 4, 2014 Week 10	Term 1, 2015 Exam Block	Term 2, 2015 Week 6	Term 3, 2015 Trial Exams Weeks 1-3	
PE3, PE4 HE1, HE2, HE7	H2–H9 PE2–PE6 HE2, HE4, HE6, HE7	H1-9, HE4, HE5, HE6, HE7	PE2–PE6 H1-9, HE2-HE7	
15	25	20	40	

Outcomes

A student:

HE1 - appreciates interrelationships between ideas drawn from different areas of mathematics

HE2 - uses inductive reasoning in the construction of proofs

HE3 - uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay

HE4 - uses the relationship between functions, inverse functions and their derivatives

HE5 - applies the chain rule to problems including those involving velocity and acceleration as functions of displacement

HE6 - determines integrals by reduction to a standard form through a given substitution

HE7 - evaluates mathematical solutions to problems and communicates them in an appropriate form

MATHEMATICS EXTENSION 2

The number of tasks, their weightings and outcomes assessed is shown in the table below.

Task 1	Task 2	Task 3	Task 4	Weighting
In class assessment	Written Exam	In class assessment	Trial HSC Exam	
Term 4, 2014 Week 9	Term 1, 2015 Exam Block	Term 2, 2015 Week 6	Term 3, 2015 Trial Exams Weeks 1-3	
E2, E3, E4, E9	HE2 - HE7, E2, E3, E4, E6, E8, E9	E3, ,E7, E9	HE2-HE7, E2-E9	
10	30	20	40	

Outcomes

A student:

- E1 - appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems
- E2 - chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
- E3 - uses the relationship between algebraic and geometric representations of complex numbers and of conic sections
- E4 - uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
- E5 - uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion
- E6 - combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
- E7 - uses the techniques of slicing and cylindrical shells to determine volumes
- E8 - applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
- E9 - communicates abstract ideas and relationships using appropriate notation and logical argument

Assessment in Community and Family Studies

The internal assessment mark for Community and Family Studies in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting %
Research Methodology	25
Parenting & Caring	25
Groups in context	25
Individuals at work	25

The Killara High Assessment Schedule for Community and Family Studies

Component	Task 1 (Part A)	Task 1 (Part B)	Task 2	Task 3	Task 4	Task 5	Weighting
	Independent research project plan	Independent Research project and diary	Half-Yearly Exam	Parenting and Caring	Trial HSC Exam	Research Assign	
	Term 4, 2014 Week 3	Term 4, 2014 Week 11	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Weeks 4-5	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Week 4-5	
Outcomes	H4.1, 4.2	H4.1, 4.2	H2.1, 2.2, 2.3, 5.1, 5.2	H3.2, 3.4, 6.1	All	H2.3, 4.2, 3.4	
Groups in Context			15		10		25
Parenting & Caring				15	10		25
Research Methodology	5	15			5		15
Social Impact of technology					15	10	35
Total	5	15	15	15	40	10	100

Assessment in Community and Family Studies – Continued

Note: The following outcomes will be achieved over the two-year course, through appreciation of Community and Family Studies Concepts – H7.1, H7.2, H7.3 and H7.4

Course Outcomes

The outcomes the student is expected to demonstrate from the course are as follows:-

- H1.1 - analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 - analyses different approaches to parenting and caring relationships
- H2.2 - evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 - critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 - analyses the socio-cultural factors that lead to special needs of individuals in groups
- H3.2 - evaluates networks available to individuals, groups and families within communities
- H3.3 - critically analyses the role of policy and community structures in supporting diversity
- H3.4 - critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 - justifies and applies appropriate research methodologies
- H4.2 - communicates ideas, debates issues and justifies opinions
- H5.1 - proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 - develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 - analyses how the empowerment of women and men influences the way they function within society
- H6.2 - formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- H7.1 - appreciates differences among individuals, groups and families within communities and values their contributions to society.
- H7.2 - develops a sense of responsibility for the wellbeing of themselves and others.
- H7.3 - appreciates the value of resource management in response to change.
- H7.4 - values the place of management in coping with a variety of role expectations.

Assessment in Personal Development, Health and Physical Education

The internal assessment mark for Personal Development, Health and Physical Education in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of factors that affect health and the way the body moves	40
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30
Skills in critical thinking, research and analysis	30
	100

The Killara High Assessment Schedule for Personal Development, Health and Physical Education

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Core 2	Core 2 & Option 4	Core 1	Core 1, Core 2 Option 3, 4	Option 3	
	Practical Analysis	Half-yearly Exam	Research Task	Trial HSC Exam	Practical Task	
	Term 4, 2014 Week 7	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 6	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Weeks 6	
	H9, 17	H7, 8, 9, 10, 11, 13, 16, 17	H1, 3, 14, 15, 16	H1 – 17	H7, 8, 10	
Knowledge and understanding of factors that affect health and the way the body moves	5	10	10	10	5	40
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	5	5	5	10	5	30
Skills in critical thinking, research and analysis	5	5	5	10	5	30
Weighting	15	20	20	30	15	100

Assessment in Personal Development, Health and Physical Education – Continued

Course Outcomes

At the end of the HSC Course students should be able to demonstrate the following outcomes:

- H1 - Describe the nature and justifies the choice, of Australia's health priorities
- H2 - Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 - Analyses the determinants of Health and Health inequities
- H4 - Argues the case for the new public approach to health promotion
- H5 - Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 - Demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 - Explains the relationship between physiology and movement potential
- H8 - Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 - Explains how movement skill is acquired and appraised
- H10 - Designs and implements training plans to improve performance
- H11 - Designs psychological strategies and nutritional in response to individual performance needs
- H12 - Analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport
- H13 - Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 - Argues the benefits of health promoting actions and choices that promote social justice
- H15 - Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 - Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 - Selects appropriate options and formulates strategies based on critical analysis of the factors that affect performance and safe participation

Assessment in Science

The internal assessment mark for Science courses in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the tables below.

BIOLOGY

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution 	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	30
Total	100

The Killara High Assessment Schedule for Biology

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Practical Skills Task	Written task	Field study, research & class questionnaire	Practical Skills Task	Trial HSC Exam	
	Term 4, 2014	Term 1, 2015	Term 2, 2015	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Trial Exams Weeks 1-3	
	H11-15	H6-10, H14	H8, 11, 14	H11-15	All Outcomes	
Knowledge and understanding		15	5		20	40
Skills – First Hand Investigation	10		10	10		30
Skills – Scientific thinking, etc	5		5	5	15	30
Weighting	15	15	20	15	35	100

Assessment in Biology - Continued

Course Outcomes

- H1 - evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 - analyses the ways in which models, theories and laws in biology have been tested and validated
- H3 - assesses the impact of particular advances in biology on the development of technologies
- H4 - assesses the impacts of applications of biology on society and the environment
- H5 - identifies possible future directions of biological research
- H6 - explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
- H7 - analyses the impact of natural and human processes on biodiversity
- H8 - evaluates the impact of human activity on the interactions of organisms and their environment
- H9 - describes the mechanisms of inheritance in molecular terms
- H10 - describes the mechanisms of evolution and assesses the impact of human activity on evolution
- H11 - justifies the appropriateness of a particular investigation plan
- H12 - evaluates ways in which accuracy and reliability could be improved in investigations
- H13 - uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 - assesses the validity of conclusions from gathered data and information
- H15 - explains why an investigation is best undertaken individually or by a team
- H16 - justifies positive values about and attitudes towards both the living and nonliving components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

CHEMISTRY

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry 	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	30
	100

The Killara High Assessment Schedule for Chemistry

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Practical Skills Task	Written Task	Trial Practical Skills Task	Trial HSC Exam	Field study, research & class questionnaire	
	Term 4, 2014	Term 1, 2015	Term 3, 2015	Term 3, 2015	Term 3, 2015	
	H8–13	All outcomes	H1–5, 8, 11, 12, 14	All Outcomes	H1–14	
Knowledge and understanding		15		20	5	40
Skills – First Hand Investigation	10		10		10	30
Skills – Scientific thinking, etc	5		5	15	5	30
Weighting	15	15	15	35	20	100

Assessment in Chemistry - Continued

Course Outcomes

- H1 - advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 - analyses the ways in which models, theories and laws in chemistry have been tested and validated
- H3 - assesses the impact of particular advances in chemistry on the development of technologies
- H4 - assesses the impacts of applications of chemistry on society and the environment
- H5 - describes possible future directions of chemical research
- H6. - explains reactions between elements and compounds in terms of atomic structures and periodicity
- H7 - describes the chemical basis of energy transformations in chemical reactions
- H8 - assesses the range of factors which influence the type and rate of chemical reactions
- H9 - describes and predicts reactions involving carbon compounds
- H10 - analyses stoichiometric relationships of a particular investigation plan
- H12 - evaluates ways in which accuracy and reliability could be improved in investigations
- H13 - uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 - assesses the validity of conclusions from gathered data and information
- H15 - explains why an investigation is best undertaken individually or by a team
- H16 - justifies positive values about and attitude towards both the living and nonliving components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science

EARTH AND ENVIRONMENTAL SCIENCE

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of earth and environmental science, applications and uses of earth and environmental science and their implications for society and the environment, and current issues, research and development in earth and environmental science The resources of Earth, the abiotic features of the environment, models to explain structures and processes of change, Australian resources and biotic impacts on the environment. 	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	30
Total	100

The Killara High Assessment Schedule for Earth and Environment Science

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Practical Skills Task	Written Task	Trial Practical Skills Task	Trial HSC Exam	Field study, research & class questionnaire	
	Term 4, 2014	Term 1, 2015	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015	
	H11–15	H6, 7, 13, 14	H11-15	All Outcomes	H1-5, 8, 10	
Knowledge and understanding		15		20	5	40
Skills – First Hand Investigation	10		10		10	30
Skills – Scientific thinking, etc	5		5	15	5	30
Weighting	15	15	15	35	20	100

Assessment in Earth and Environmental Science - Continued

Course Outcomes

- H1 – evaluates how major advances in scientific understanding or technology have changed the direction or nature of scientific thinking
- H2 – analyses the ways in which models, theories and laws in Earth & Environmental Science have been tested and validated.
- H3 – assesses the impact of particular advances in Earth & Environmental Science on the development of technologies.
- H4 – assesses the impact of applications of Earth & Environmental Science on science and the environment
- H5 – identifies possible future directions of Earth & Environmental Science research
- H6 – evaluates the use of the Earth's resources
- H7 – discusses geological, biological, physical and chemical evidence of the evolving Australian & world environments
- H8 – describes models which can be used to explain changing environmental conditions during the evolution of Australia & other continents
- H9 – evaluates the impact of resources utilisation on the Australian environment
- H10 – assesses the effects of current pressures on the Australian environment
- H11 – justifies the appropriateness of a particular investigation plan
- H12 – evaluates ways in which accuracy and reliability could be improved in investigations
- H13 – uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 – assess the validity of conclusions drawn from gathered data and information
- H15 – explains why an investigation is best undertaken individually or by a team
- H16 – justifies positive values about and attitudes towards the living & non-living components of the environment; ethical behaviour and a desire for critical evaluation of the consequences of the applications of science

PHYSICS

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics Kinematics and dynamics, energy, waves, fields and matter 	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	30
	100

The Killara High Assessment Schedule for Physics

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Practical Skills Task	Written Task	Fieldwork & class analysis	Trial Practical Skills Task	Trial HSC Exam	
	Term 4, 2014	Term 1, 2015	Term 2, 2015	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Trial Exams Weeks 1-3	
	H11-15	H6-10, 14	H1-5, 8, 10	H11-15	All Outcomes	
Knowledge and understanding		15	5		20	40
Skills – First Hand Investigation	10		10	10		30
Skills – Scientific thinking, etc	5		5	5	15	30
Weighting	15	15	20	15	35	100

Assessment in Physics - Continued

Course Outcomes

- H1 - evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 - analyses the ways in which models, theories and laws in physics have been tested and validated
- H3 - assesses the impact of particular advances in physics on the development of technologies
- H4 - assesses the impacts of applications of physics on society and the environment
- H5 - identifies possible future directions of physics research
- H6 - explains events in terms of Newton's Laws, Law of Conservation of Momentum and relativity
- H7 - explains the effects of energy transfers and energy transformations
- H8 - analyses wave interactions and explains the effects of those interactions
- H9 - explains the effects of electric, magnetic and gravitational fields
- H10 - describes the nature of electromagnetic radiation and matter in terms of the particles
- H11 - justifies the appropriateness of a particular investigation plan evaluates ways in which accuracy and reliability could be improved in investigations
- H12 - uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H13 - assesses the validity of conclusions from gathered data and information
- H14 - explains why an investigation is best undertaken individually by a team
- H15 - justifies positive values about and attitude towards both the living and nonliving components of the environment, ethical behaviour and a desire critical evaluation of the consequences of the applications of science

SENIOR SCIENCE

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> the history, nature, and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science the resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy 	40
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30
Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	30
Total	100

The Killara High Assessment Schedule for Senior Science

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Practical Skills Task	Written Task	Field study, research and class questionnaire	Trial Practical Skills Task	Trial HSC Exam	
	Term 4, 2014	Term 1, 2015	Term 2, 2015	Term 3, 2015 Trial Exams Weeks 1-3	Term 3, 2015 Trial Exams Weeks 1-3	
	H11-15	H6, 7, 9, 13, 14	H1-5, 8, 10	H11-15	All Outcomes	
Knowledge and understanding		15	5		20	40
Skills – First Hand Investigation	10		10	10		30
Skills – Scientific thinking, etc	5		5	5	15	30
Weighting	15	15	20	15	35	100

Assessment in Senior Science - Continued

Course Outcomes

- H1 - discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking
- H2 - applies the processes that are used to test and validate models, theories and laws, to investigations
- H3 - assesses the contribution of scientific advances on the development of technologies
- H4 - assesses the impacts of applications of science on society and the environment
- H5 - describes possible future directions of scientific research
- H6 - describes uses of the Earth's resources
- H7 - identifies effects of internal and external environmental changes on the human body
- H8 - relates the properties of chemicals to their use
- H9 - relates the structure of body organs and systems to their function
- H10 - discusses ways in which different forms of energy and energy transfers and transformations are used
- H11 - justifies the appropriateness of a particular investigation plan
- H12 - evaluates ways in which accuracy and reliability could be improved in investigations
- H13 - uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 - assesses the validity of conclusions from gathered data and information
- H15 - explains why an investigation is best undertaken individually or by a team
- H16 - justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Assessment in Design and Technology

The internal assessment mark for Design and Technology in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting %
Knowledge and skills in:	
Innovation and Emerging Technologies	40
Designing and Producing	60
	100

The Killara High Assessment Schedule for Design and Technology

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Project Proposal and Planning – Written and Oral Task	Innovation Case Study	Half-Yearly Exam	Comparative Written Report	Trial HSC Exam	
	Term 4, 2014 Week 6	Term 1, 2015 Week 5	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 7	Term 3, 2015 Trial Exams Weeks 1-3	
	H1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 4.3, 5.1, 6.1, 6.2	H1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.3, 5.2, 6.1, 6.2	H1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	H1.1, 1.2, 2.1, 2.2, 6.2	H1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	
Innovation and Emerging Technologies			20		20	40
Designing and Producing	20	20		20		60
Weighting	20	20	20	20	20	100

Assessment in Design and Technology - Continued

A student:

- H1.1 - critically analyses the factors affecting design and the development and success of design projects
- H1.2 - relates the practices and processes of designers and producers to the major design project
- H2.1 - explains the influence of trends in society on design and production
- H2.2 - evaluates the impact of design and innovation on society and the environment
- H3.1 - analyses the factors that influence innovation and the success of innovation
- H3.2 - uses creative and innovative approaches in designing and producing
- H4.1 - identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 - selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 - evaluates the processes undertaken and the impacts of the major design project
- H5.1 - manages the development of a quality major design project
- H5.2 - selects and uses appropriate research methods and communication techniques
- H6.1 - justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices
- H6.2 - critically assesses the emergence and impact of new technologies, and the factors affecting their development

Assessment in Engineering Studies

The internal assessment mark for Engineering Studies in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

	Components	Weighting %	Suggested Tasks
1	Knowledge and understanding of engineering principles and developments in technology	50	Assessment tasks might include <ul style="list-style-type: none"> • class tests • examinations • engineering reports • site visit reports • interview reports • experimental work • practical applications
2	Skills in research, problem solving and communication related to engineering	30	
3	Understanding the scope and role of engineering including management and problem solving	20	
	Total	100	

The Killara High Assessment Schedule for Engineering Studies

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Design, Building and Testing a Structure	Engineering Report Personal & Public Transport	Mid-course Written Examination	Engineering Report Aeronautical	Trial HSC Written Examination	
	Term 4, 2014 Week 9	Term 1, 2015 Week 6	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 5	Term 3, 2015 Trial Exams Weeks 1-3	
	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3, H6.1, H6.2	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3, H6.1, H6.2	
Knowledge and understanding ...	15	5	10	5	15	50
Skills in research, problem solving ...	10	5	5	5	5	30
Understanding the scope ...	5		5		10	20
Weighting	30	10	20	10	30	100

Assessment in Engineering Studies - Continued

Course Outcomes

- H1.1 - describes the scope of engineering and critically analyses current innovations
- H1.2 - differentiates between properties of materials and justifies the selection of materials, components and processes in engineering
- H2.1 - determines suitable properties, uses and applications of materials in engineering
- H2.2 - analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 - demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 - uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 - develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 - investigates the extent of technological change in engineering
- H4.2 - applies knowledge of history and technological change to engineering- based problems
- H4.3 - appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
- H5.1 - works individually and in teams to solve specific engineering problems and in the preparation of engineering reports
- H5.2 - selects and uses appropriate management and planning skills related to engineering
- H6.1 - demonstrates skills in research and problem-solving related to engineering
- H6.2 - demonstrates skills in analysis, synthesis and experimentation related to engineering

Assessment in Food Technology

The internal assessment mark for Food Technology in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of food technology	20
Skills in researching, analysing and communicating food issues	30
Skills in experimenting with and preparing food by applying theoretical concepts	30
Skills in designing, implementing and evaluating solutions to food situations	20

The Killara High Assessment Schedule for Food Technology

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Australian Food Industry: Excursion & Written Report	Contemporary Nutrition Issues: Written Report/ Practical Work	Half-Yearly Exam	Food Manufacture and Food Product Development: Written Report / Practical Work	Trial HSC Exam	
	Term 4, 2014 Week 5 & 8	Term 1, 2015 Week 6	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 9	Term 3, 2015 Trial Exams Weeks 1-3	
	H1.4, 3.1	H2.1, 3.2, 5.1	H1.2, 1.4, 3.1, 2.1, 3.2	H1.3, 4.1, 4.2	H1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2	
Knowledge and understanding of food technology	5		5		10	20
Skills in research, analysis and communicating food issues	5	5	5	5	10	30
Skills in experimenting with and preparing food by applying theoretical concepts		15		15		30
Skills in designing, implementing and evaluating solutions to food situations	5	5		10		20
Weighting	15	25	10	30	20	100

Assessment in Food Technology - Continued

The outcomes a student is expected to demonstrate from the course are as follows:-

- H1.1 - explains manufacturing processes and technologies used in the production of food products
- H1.2 - examines the nature and extent of the Australian food industry
- H1.3 - justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 - evaluates the impact of the operation of an organisation, within the Australian Food Industry on the individual, society and environment
- H2.1 - evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 - investigates operations of one organisation within the Australian food industry
- H3.2 - independently investigates contemporary nutrition issues
- H4.1 - develops, prepares and presents food using product development processes
- H4.2 - applies principles of food preservation to extend the life of food and maintain safety
- H5.1 - develops, realises and evaluates solutions to a range of food situations

Assessment in Hospitality

Hospitality is an HSC two-year competency based course which begins in Year 11 and continues through Year 12. Assessment of competencies is standards-referenced. This means that a student's performance is judged against a prescribed standard, not against the performance of other students.

Students work to achieve the competencies described in each unit of work. To be assessed as competent, a student must attend all lessons and be able to demonstrate that they can carry out tasks and understand the concepts to Industry standard. Evidence for competency is gathered from lesson activities, competency assessment tasks, practical applications, homework, work placement experiences and the required documentation.

At Killara High School, students are progressively assessed as either 'competent' or 'not yet competent'. As the student achieves each competency, it is recorded. This forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Hospitality Curriculum Framework.

- **A mark will be sent to the Board of Studies at the end of Year 12, based on the Trial HSC Theory exam. This will only be used in the case of misadventure in the HSC exam. All other 'assessments' contribute to gaining a Statement of Attainment towards Certificate II Kitchen Operations (SIT10312).**
- No school-based assessment mark will be recorded.

Evidence gathered to determine the successful completion of the course may include the following-

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Practical assessment	Oral questioning	Written assignment, Portfolio, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other (detail)
Cluster A: Getting Ready for Work									
SITXFSA101	Use hygienic practices for food safety	X	X	X	X		X		
SITXWHS101	Participate in safe work practices	X	X	X	X	X	X		
Cluster B: Intro to the Commercial Kitchen									
SITHKOP101	Clean kitchen premises and equipment	X	X	X	X	X	X	X	
SITHCCC101	Use food preparation equipment	X	X	X	X				
Cluster C: Safe Food Handling									
SITXINV202	Maintain the quality of perishable items	X	X	X	X	X	X		
SITXFSA201	Participate in safe food handling practices	X	X	X	X		X		
SITHCCC102	Prepare simple dishes	X	X	X	X		X		
Cluster D: Food Glorious Food									
SITHCCC103	Prepare sandwiches	X	X	X	X		X		
SITHCCC202	Produce appetisers and salads	X	X	X	X		X	X	
Cluster E: Working in Industry									
BSBWOR203B	Work effectively with others	X	X	X	X		X		
SITHIND201	Source and use information on the hospitality industry	X	X	X	X		X		
BSBSUS201A	Participate in environmentally sustainable work practices								
Cluster F: Cooking in the Commercial Kitchen									
SITHCCC207	Use cookery skills effectively	X	X	X	X	X	X	X	
SITHCCC201	Produce dishes using basic methods of cookery	X	X	X	X	X	X	X	

Scope and Sequence SIT20312 Certificate II in Kitchen Operations															
YEAR GROUP		11/12	HSC YEAR		2015	TEACHER									
List of units of competency to be delivered in each term; annotate when unit actually commences and ends. Please add local variations eg excursions, work placement, school examination periods						Weeks									
						1	2	3	4	5	6	7	8	9	10
Term 1															
INDUCTION															
Cluster A: Getting Ready for Work															
SITXFSA101		Use hygienic practices for food safety (10)													
SITXWHS101		Participate in safe work practices (15)													
Cluster B: Intro to the Commercial Kitchen															
SITHKOP101		Clean kitchen premises and equipment (10)													
SITHCCC101		Use food preparation equipment (20)													
Term 2						1	2	3	4	5	6	7	8	9	10
Cluster A: Getting Ready for Work															
SITXFSA101		Use hygienic practices for food safety													
SITXWHS101		Participate in safe work practices													
Cluster B: Intro to the Commercial Kitchen															
SITHKOP101		Clean kitchen premises and equipment													
SITHCCC101		Use food preparation equipment													
Term 3						1	2	3	4	5	6	7	8	9	10
Cluster C: Safe Food Handling															
SITXINV202		Maintain the quality of perishable items (5)													
SITXFSA201		Participate in safe food handling practices (15)													
SITHCCC102		Prepare simple dishes (20)													

Term 4										
Cluster D: Food Glorious Food										
SITHCCC103 Prepare sandwiches (15)										
SITHCCC202 Produce appetisers and salads (25)										

Term 5	1	2	3	4	5	6	7	8	9	10
Cluster E: Working in Industry										
BSBWOR203B Work effectively with others (15)										
SITHIND201 Source and use information on the hospitality industry (20)										
BSBSUS201A Participate in environmentally sustainable work practices (15)										

Term 6-7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Cluster F: Cooking in the Commercial Kitchen																				
SITHCCC207 Use cookery skills effectively (20)																				
SITHCCC201 Produce dishes using basic methods (40)																				

School Name: Student Competency Assessment Schedule

COURSE: HSC Hospitality - Kitchen Operations and Cookery Stream

2014 – 2015

ASSESSMENT EVENTS FOR CERTIFICATE II KITCHEN OPERATIONS SIT20312		Cluster D	Cluster E	Cluster F	
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	Trial Exam
		Week: 8 - 11 Term: 4 2014	Week: Term: 1 2015	Week: Term: 2 & 3 2015	Week: Term:
Code	Unit of Competency				Examinable HSC Units of Competency
SITHCCC103	Prepare sandwiches	X			
SITHCCC202	Produce appetisers and salads	X			
BSBWOR203B	Work effectively with others		X		
SITHIND201	Source and use information on the hospitality industry		X		
BSBSUS201A	Participate in environmentally sustainable work practices		X		
SITHCCC207	<i>Use cookery skills effectively</i>			X	
SITHCCC201	Produce dishes using basic methods			X	

Certificate II in Kitchen Operations SIT10312

Schools may schedule exam items in preparation for the HSC exam however, these do not form part of the RTO assessment requirements.

Week: 2-4 (Written & Practical Exams)
Term: 3

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

School Name:

Student Competency Assessment Schedule

COURSE: Preliminary Hospitality - Kitchen Operations and Cookery Stream

2014

Assessment Events for Certificate II Kitchen Operations SIT20312		Cluster A	Cluster B		Cluster C	
		Getting ready for work	Intro to the Commercial Kitchen	Half Yearly Exam	Safe food handling	Yearly Exam
		Week: Term:	Week: Term:	Week: Term:	Week: Term:	Week: Term:
Code	Unit of Competency					
SITXFSA101	Use hygienic practices for food safety	X				
SITXWHS101	Participate in safe work practices	X				
SITHKOP101	Clean kitchen premises and equipment		X			
SITHCCC101	Use food preparation equipment		X			
SITXINV202	Maintain the quality of perishable items				X	
SITXFSA201	Participate in safe food handling practices				X	
SITHCCC102	Prepare simple dishes				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20312 or a Certificate II in Kitchen Operations SIT10312

The exam events will be confirmed by your teacher as they may be used for school and /or BOS reporting requirements

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Notes-

- Unit competency tests and assessment tasks are required to meet Industry standard. If a student does not meet the standard, they may be retested to achieve it. If a student does not achieve it on the second attempt, he/she is deemed 'not yet competent'. A student may be granted a third testing in certain circumstances.
- At least three pieces of evidence must be provided to gain competency in each unit.
- In **every** practical lesson, **students must meet the required industry standards of appearance, presentation and hygiene**. This means that **no student will be allowed to participate in practical lessons without full chef's uniform and correct footwear**.
- Students must meet the required number of hours (240 hours) to satisfactorily meet the requirements of the course.
- Students must successfully complete a 35-hour work placement in both Year 11 to meet Preliminary HSC requirements and Year 12 to meet HSC requirements (70 hours in total).
- To achieve competency students must attend **all** practical classes and apply themselves with **diligence to achieve lesson/course outcomes as set out by each unit of competency**.

Assessment in Industrial Technology

The internal assessment mark for Industrial Technology in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60
	100

The Killara High Assessment Schedule for Industrial Technology

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Major Project Portfolio Proposal	Industry Study Report	Written Exam Task	Final Folio and Practical Processes	Trial HSC Exam	
	Term 4, 2014 Week 7	Term 4, 2014 Week 9	Term 1, 2015 Exam Block Weeks 7-8	Term 2, 2015 Week 10	Term 3, 2015 Trial Exams Weeks 1-3	
	H 1.2, 2.1, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1, 5.2, 6.1	H1.1, 1.1, 2.1, 5.1, 6.2, 7.1	H1.1, 1.2, 1.7, 2.1, 3.1, 4.3, 6.1, 6.2, 7.1, 7.2	H2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	H1.1, 1.2, 1.3, 2.1, 3.1, 4.3, 6.1, 6.2, 7.1, 7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry		15	10		15	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	20		10	25	5	60
Weighting	20	15	20	25	20	100

Assessment in Industrial Technology - Continued

Course Outcomes

A student:

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Assessment in Information Processes and Technology

The internal assessment mark for Information Processes and Technology Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments. This table shows indicative time spent on each section. An example of assessment weightings is included in the Support document.

Board of Studies Requirements

Component	Weighting %
Project Management	20
Information Systems and Databases	20
Communication Systems	20
Option Strands	40
	100

The Killara High Assessment Schedule for Information Processes and Technology : There are two option topics.

Component	Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
	Type of Task	Assignment Project Work	Examination	<u>Trial HSC Exam</u>	Project	
	Timing of Task	Term 4 2014, Week 9	Term 1 2015, Exam Block Weeks 7-8	Term 3 2015 Trial Exams Week 1	Term 3 2015, Week 7	
	Outcomes to be assessed	H1.1, H1.2, H2.1, H 2.2, H6.1	H 3.1,H3.2, H5.1, H5.2	H1.2,, H4.1, H2.2, H5.2, H3.1	H4.1, H6.2, H7.1, H7.2	
Topic or component	Syllabus weighting					
Project management	20%	10		5	5	20
Information systems and databases	20%	5	10	10	5	20
Communication systems	20%		5		5	20
Option strands	40%			15	25	40
Task Value		15	15	30	40	100

Assessment in Information Processes and Technology - Continued

The Outcomes a student is expected to attain from the course are as follows:

- H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1 analyses and describes a system in terms of the information processes involved
- H2.2 develops and explains solutions for an identified need which address all of the information processes
- H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1 proposes and justifies ways in which information systems will meet emerging needs
- H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1 analyses situations, identifies needs, proposes and then develops solutions
- H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions
- H7.1 implements and explains effective management techniques
- H7.2 uses methods to thoroughly document the development of individual and team projects

Assessment in Software Design and Development

The internal assessment mark for Software Design and Development Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments. This table shows indicative time spent on each section. An example of assessment weightings is included in the Support document.

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding about the development and impact of software solutions and the software development cycle	20
Design and development of software solutions	35
Project management techniques, including documentation, teamwork and communication	20
Project(s)	25
	100

Assessment in Software Design and Development - Continued

The Killara High Assessment Schedule for Software Design and Development

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Exam	Project 1	Written exam task	Project Presentation	Trial HSC Exam	
	Term 4, Week 8	Term 4 Week 9	Term 1 Exam Block Weeks 7-8	Term 2 Week 8	Term 3 Trial Exams Week 1-3	
	H2.2, 3.1 1.2, 4.3, 5.1, 6.1	H4.2, 4.3, 5.1, 5.2, 5.3 , 6.4	H1.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.2, 5.3.	H3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4	H1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.2, 6.1, 6.4	
Knowledge and understanding about development and impact of software solutions and the software development cycle	5		5		10	20
Design and development of software solutions	10		10		15	35
Project management techniques, including documentation, teamwork and communication	5		5		10	20
Project(s)		10		15		25
Weighting	20	10	20	15	35	100

Assessment in Software Design and Development - Continued

The Outcomes a student is expected to attain from the course are as follows:

A student:

H1.1 explains the interrelationship between hardware and software

H1.2 differentiates between various methods used to construct software solutions

H1.3 describes how the major components of a computer system store and manipulate data

H2.1 explains the implications of the development of different languages

H2.2 explains the interrelationship between emerging technologies and software development

H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts

H3.2 constructs software solutions that address legal, social and ethical issues

H4.1 identifies needs to which software solutions are appropriate

H4.2 applies appropriate development methods to solve software problems

H4.3 applies a modular approach to implement well-structured software solutions and evaluates their effectiveness

H5.1 applies project management techniques to maximise the productivity of the software development

H5.2 creates and justifies the need for the various types of documentation required for a software solution

H5.3 selects and applies appropriate software to facilitate the design and development of software solutions

H6.1 assesses the skills required in the software development cycle

H6.2 communicates the processes involved in a software solution to an inexperienced user

H6.3 uses and describes a collaborative approach during the software development cycle

H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people

Assessment in Textiles and Design

The internal assessment mark for Textiles and Design in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

Board of Studies Requirements

Component	Weighting %
Knowledge and understanding of textiles and the textile industry	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50
	100

The Killara High Assessment Schedule for Textiles and Design

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Culture Investigation Report	Half Yearly Examination	MDP Management Diary	Design Process Test	Trial HSC	
	Term 4, 2014 Week 6	Term 1, 2015 Exam Block Weeks 7-8	Term 1, 2015 Week 6 Term 2, 2015 Week 9	Term 2, 2015 Week 6	Term 3, 2015 Trial Exams Weeks 1-3	
	H6.1	H1.3, 3.1, 4.1, 6.1	H1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2	H1.1, 1.2, 2.1, 4.1, 4.2	H1.3, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1	
Knowledge and understanding of textiles and the textile industry	20	10			20	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies			35	15		50
Weighting	20	10	35	15	20	

Assessment in Textiles and Design - Continued

The outcomes a student is expected to demonstrate from the course are as follows:-

- H 1.1 - critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H 1.2 - designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H1.3 - identifies the principles of colouration for specific end-uses
- H 2.1 - communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H 2.2 - demonstrates proficiency in the manufacture of a textile item/s
- H2.3 - effectively manages the design and manufacture of a Major Textiles Project to completion
- H3.1 - explains the interrelationship between fabric, yarn and fibre properties
- H3.2 - develops knowledge and awareness of emerging textile technologies
- H 4.1 - justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
- H 4.2 - selects and justifies manufacturing techniques, materials and equipment for a specific end-use
- H 5.1 - investigates and describes aspects of marketing in the textile industry
- H 5.2 - analyses and discusses the impact of current issues on the Australian textiles industry
- H 6.1 - analyses the influence of historical, cultural and contemporary developments on textiles